

Texas Education Agency Standard Application System (SAS)

2017–2018 Perkins Reserve Grant				
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)			FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	November 13, 2017, to August 31, 2018			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2017 OCT 24 PM 4:32 DOCUMENT CONTROL CENTER TECHNICAL ASSISTANCE </div>
Application deadline:	5:00 p.m. Central Time, September 26, 2017			
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494			
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Hamlin ISD	127903			
Vendor ID #	ESC Region #			
	14			
Mailing address	City	State	ZIP Code	
P.O. Box 338	Hamlin	TX	79520-0338	
Primary Contact				
First name	M.I.	Last name	Title	
Randy		Burks	Superintendent	
Telephone #	Email address		FAX #	
325-576-2722	rburks@hamlin.esc14.net		325-576-2152	
Secondary Contact				
First name	M.I.	Last name	Title	
Katrina		Bogle	DCSI/Tech Coord/Business	
Telephone #	Email address		FAX #	
325-576-2722	katbogle@hamlin.esc14.net		325-576-2152	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Randy		Burks	Superintendent
Telephone #	Email address		FAX #
325-576-2722	rburks@hamlin.esc14.net		325-576-2152

Signature (blue ink preferred)

Date signed



10/20/2017

Only the legally responsible party may sign this application.

701-17-103-062

Schedule #1—General Information

County-district number or vendor ID: 127903

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 127903

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 127903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #4—Request for Amendment

County-district number or vendor ID: 127903

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 127-903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☒ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☐ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

Hamlin ISD is a small 2A District in Jones and Fisher counties of Texas with a population slightly over 2000. The Jr/Sr High School has approximately 90% CTE participation in a coherent sequence of courses in 9th – 12th grades with the total students in High School enrollment around 101. The campus has 97% attendance rate and 56 % Economically disadvantaged for the high school grades. Hamlin ISD, in conjunction with Academic and Business partnerships, seeks to establish a Career Center focused on offering and promoting a Health Sciences Pathway Hub. Health Sciences, in particular Practical & Licensed Vocational Nursing, is the top occupational need identified by the West Central Texas Region, and Nursing is one of the top needs state-wide. These jobs are found in the top 25 occupations earning above the Texas median wage of \$34,550 for this region.

Hamlin ISD is a rural district located centrally in close proximity to several other rural districts that have expressed interest in participating. After the consolidation of the Middle school campus into the High School, the district currently has existing facilities available to host the Health Science Academy with multiple classrooms equipped with furniture and technology infrastructure. This facility is located a block from the Home Place Manor, our local residential care facility, which has agreed to partner with the district. Home Place Manor has personnel on staff trained to certify students with a CNA. The district sees this certification as the launching pad into Medical Studies at the post-secondary levels.

With pledged support and interest in participating, Hamlin ISD will draw upon numerous local partnerships, including our local hospital and clinic Hamlin Health and local doctors; Hamlin Dental, Hamlin Economic Development Board, City of Hamlin, Vista Bank and the Chamber of Commerce, to date. Hamlin ISD is a District of Innovation which will allow the district to utilize certifications to meet the needs of the program based on work experience and resources within the community.

Hamlin ISD will work with Work Force Solutions of West Central Texas and with the West Texas Energy Consortium in their focus on Health Sciences. The District will partner with Cisco College to establish the connection for dual credit courses and create a framework for seamless education from high school through post-secondary.

Hamlin Jr/Sr High School has a large percentage in CTE participation, but with limited staff has a limited course offering. The district would like to expand their course offerings and include those that target the high needs areas as well as non-traditional occupations. Health Science; including Practicum in Health Science, Medical Microbiology, Pathophysiology, Lifetime Nutrition and Wellness, and Counseling and Mental Health; is a non-traditional occupation for Males according Perkins IV and the 2005 BLS Data. The Jr/Sr High School has a strong AVID program promoting higher education and more rigorous studies that will be utilized to support this effort to provide more career and educational options for students.

The district seeks to implement a Program of Study focusing on Nursing and eventually expand into a fuller Health Sciences Academy. The school wishes to offer a wider variety of more rigorous college preparatory courses which will aide in the recruitment of students from the surrounding school districts. HISD wishes to engage students in relevant and meaningful learning experiences and empower students to be knowledgeable and prepared in their skills as they transition into post-secondary education and career opportunities.

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The new Academy would initially offer certification as a Certified Nurses Assistant or Clinical Medial Assistant with other certifications added as the hub grows and expands. Local doctors and nurses have committed to participating and teaching in the new center and having students shadow them and volunteer at our various local medical facilities. Hamlin ISD sees this new Health Science Academy as a needed link between career and technical education at the secondary level and career and technical education at the postsecondary level.

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 127903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 127-903				Amendment # (for amendments only):		
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)						
Grant period: November 13, 2017, to August 31, 2018				Fund code: 244		
Budget Summary						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$15,000	\$750	\$15,750	\$650
Schedule #8	Professional and Contracted Services (6200)	6200	\$3,800	\$190	\$3,990	\$4,000
Schedule #9	Supplies and Materials (6300)	6300	\$14,220	\$711	\$14,931	\$4,000
Schedule #10	Other Operating Costs (6400)	6400	\$700	\$35	\$735	\$350
Schedule #11	Capital Outlay (6600)	6600	\$37,708	\$1,885	\$39,594	\$6,000
Grand total of budgeted costs (add all entries in each column):			\$71,428	\$3,572	\$75,000	\$15,000
Administrative Cost Calculation						
Enter the total grant amount requested:					\$75,000	
Percentage limit on administrative costs established for the program (5%):					× .05	
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$3,750	

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 127903			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1					
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21	Adjunct Medical Instructor	1		\$5,000	\$
22	Adjunct Nurse Practitioner	1		\$5,000	\$
23	Adjunct Dental Instructor	1		\$5,000	\$650
24	Subtotal employee costs:			\$15,000	\$650
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112 Substitute pay			\$	\$
26	6119 Professional staff extra-duty pay			\$	\$
27	6121 Support staff extra-duty pay			\$	\$
28	6140 Employee benefits			\$	\$
29	61XX Tuition remission (IHEs only)			\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$	\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$15,000	\$650

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 127903		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$4,000	\$4,000
	Specify purpose: LEASE OF BUILDING TO HOUSE ACADEMY		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$4,000	\$4,000
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$4,000	\$4,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 127903		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$14,220	\$4,000
Grand total:		\$14,220	\$4,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 127903		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$700	\$350
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$	\$
Grand total:		\$700	\$350

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 127903			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2	SWITCH	2	\$1,000	\$2,000	\$
3	SMARTBOARD	4	\$500	\$2,000	\$
4	PROJECTOR	4	\$325	\$1,300	\$
5	CHROMEBOOKS	15	\$300	\$4,500	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19	HOSPITAL BED	2	\$1,500	\$3,000	\$
20	ADDITIONAL HOSPITAL ROOM FURNITURE	2	\$2,000	\$4,000	\$
21	ORGAN AND SKELETAL PACKAGE	2	\$2,000	\$4,000	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29	Minor modifications/upgrades to bring the labs up to code.			\$16,908	\$6,000
Grand total:				\$37,708	\$6,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 127903

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	56	55%	
Limited English proficient (LEP)	3	3%	
Attendance rate	NA	97%	
Annual dropout rate (Gr 9-12)	NA	0%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	6	40%	
6-10 Years Exp.	2	13%	
11-20 Years Exp.	5	33%	
20+ Years Exp.	2	13%	
No degree	0	0%	
Bachelor's Degree	14	93%	
Master's Degree	1	7%	
Doctorate	0	0%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										25	28	23	25	101

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
								x	x	x	x	x	x	Total 7 th – 12 th = 15

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Schedule #13—Needs Assessment

County-district number or vendor ID: 127903

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Annually the District Improvement Team conducts a thorough Comprehensive Needs Analysis determining the strengths and weaknesses in all areas of the district. The team compiles a list of needs and prioritizes those needs. The individual campuses carry the process out further by completing their own analysis. This grant would target the Jr/Sr High School, specifically 9th – 12th grades. The 8th grade students complete Career Explorations curriculum before their initial planning meeting for High School. The High School Counselor has conducted Career Surveys and meets individually with students and parents in preparation of each Individual Graduation Plan. The surveys have shown interest in the addition of Health Sciences into the curriculum.

The Superintendent has met with other Superintendents from surrounding school districts who have expressed interest in sending students to the new Health Science Academy. He has also spoken with local and regional partners who have pledged their support. These resources will be further vetted and included in the preparatory plans.

The Administrative team has researched the top needs and determined that Nursing would be the most appropriate initial pathway to establish the Health Science Academy. Research was also based on program of studies aligned with Texas identified in-demand occupations and industry. With the availability of the staff at Home Place Manor, the certification test is readily available. Home Place Manor is certified by the Texas Department of Aging and Disability Services (DADS). The team is compiling a plan for the initial Program of Study. Once established, the team will begin the assessment process for additional Programs of Study to be added to the Academy including dental and physical therapy.

In completing the Comprehensive Needs Assessment, the committee analyzed data from district offerings, accountability information, state and federal career and technical education publications, and numerous local and regional resources. The committee is currently surveying the students, community and surrounding schools to aid in the completion of the plan.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 127903

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	To expand and improve the career and technical education program.	The addition of the Health Science Academy would expand the current educational program with the inclusion of another initial pathway and program of study offered to students.
2.	To offer a Health Science Program of Study for students interested in the health field.	The initial CNA pathway would be the catalyst for those students that would continue the program of study for the health science field including post-secondary education.
3.	To target high need and non-traditional occupational choices.	Health Sciences, in particular Nursing, is the top need identified in our region and also included in the top 25 occupational needs in the state.
4.	To increase CTE enrollment and offer opportunities for students in surrounding districts.	The Health Science Academy would increase local CTE enrollment numbers and would allow students from surrounding districts to pursue careers in the Health Science field.
5.		

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By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 127903

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Superintendent	Dr. Randy Burks has 37 years in Education. He earned his Doctorate Educational Leadership form Tarleton State University. He also serves as an Adjunct Professor for two Universities in Abilene.
2.	Principal	The HS Principal is Matt Pond. He has 14 years in education and earned his Masters from Texas Tech University.
3.	Business/Instructional	Lauri Pond has 13 years in education and earned her Masters from Texas Tech University. She serves as the Business Manager and Instructional Manager.
4.	DCSI/Technology	Katrina Bogle has 29 years in education and earned her Masters of Education from Abilene Christian University. She serves as the District Coordinator for School Improvement and Technology Coordinator for the District.
5.	Certification	Home Place Manor staff will complete the training and certification of the CNA participants. Staff certified through DADS.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Laying the Groundwork	1. Researching Best practices	08/01/2017	08/01/2018
		2. Collecting Data on Program of Study	08/01/2017	05/30/2018
		3. Assembling a Team	09/01/2017	09/01/2018
		4. Evaluate current offerings	09/01/2017	05/30/2018
		5. Needs Assessment	09/01/2017	09/01/2018
2.	Designing the Program of Study	1. Course Sequence Determined	09/01/2017	08/30/2018
		2. Plan for inclusion of post-secondary levels	09/01/2017	05/30/2018
		3. Alignment of classroom curriculum, instruction and assessment.	09/01/2017	05/30/2018
		4. Counselors are familiar with the POS.	09/01/2017	05/30/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Promoting the Academy	1. Counselors and with teachers provide students with career interest and awareness.	09/01/2017	09/01/2018
		2. Articulation agreements with all involved parties.	09/01/2017	05/30/2018
		3. The Program of Study is located online or is available to all stakeholders.	05/30/2018	09/01/2018
		4. Interest, skill and aptitude inventories and assessments available to students.	09/01/2017	09/01/2018
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Implementing the Program of Study	1. Students, parents and counselors complete IGP and sequence of courses.	09/01/2018	05/30/2019
		2. Students fulfill their IGP and dual credit courses.	09/01/2018	05/30/2019
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX

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		5.		XX/XX/XXXX	XX/XX/XXXX
5.	Evaluation and Refinement of Academy	1.	Benchmark assessment throughout year	09/01/2018	05/30/2019
		2.	Data checkpoints each term	09/01/2018	08/01/2019
		3.	Assessment and clarification of plan	05/30/2019	08/01/2019
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 127903

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district utilizes a number of avenues to monitoring and evaluating to improve and to understand strengths, in order to replicate them or to isolate weaknesses in order to redesign them. Both the formative and summative evaluation plan will be developed and refined on a regular basis and will include short and long term local school, district, and individual performance goals and priorities. The accountability and assessment plan addresses the core indicators. Data collection systems are established or coordinated to provide data needed from all aspects of the educational setting for formative and summative evaluations. The team keeps track of and regularly evaluates the data. Action steps are identified to address the goals and priorities and progress toward completion of the action steps is monitored by the teams. Feedback on data is solicited from stakeholder groups and documented. Results of all evaluation is disseminated to all stakeholders through varying methods, including website postings, open meetings, email and newsletters.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The campus has current CTE pathways that are taught at the school. The addition of the Health Science Academy would expand and improve the current program. The interest from surrounding districts will help increase the participation. The district is committed to the success of the Academy and will seek other sources and budget the costs outside of the grant funding. The existing building, classrooms, and infrastructure to house the Academy is an imperative piece. The numerous local and regional business and academic partners dedicated to the Academy will aide in making it a sustainable success. The district and its partners will provide resources for long-term sustainability of the Health Science Academy.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 127903

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Disaggregated data on Participation Records from Student Information System and PEIMS reviewed by the staff and administrative team.	1.	Increased number in high school enrollment and participation in the Health Science Academy
		2.	Increased average number of college credit hours earned per student.
		3.	
2.	Student Survey of the experiences provided and participated.	1.	Increased number of industry experiences provided to students (by type).
		2.	Increased number of students that participated in industry experiences (by type).
		3.	
3.	Partner Survey of the experiences provided and participated.	1.	Increased variety and number of opportunities provided for CTE teachers and higher-ed faculty to collaborate and plan.
		2.	Increased number of students employed as a result of this program and the nature of the employment (by type).
		3.	Number of strategic partnerships who provided an identify POS and number and kind of significant learning opportunities participants had with these partnering organizations and institutions.
4.	Data collected from the Perkins Program Effectiveness Report.	1.	Increased number of students earning one or more industry certifications or licenses.
		2.	Increased number of industry certifications or licenses earned by students related to the program of study supported by this grant.
		3.	Increased number of available and total number of students earning one or more industry certifications or licenses related to the program of student supported by this grant.
5.	Counselor and Campus Records	1.	Increased number participating who are making required progress toward graduation.
		2.	Number and percentage of students participating in the grant program that are classified as at-risk students and their percentage compared to their representation in the whole student population from which they are drawn.
		3.	Number and percentage of students participating in the grant program that are classified as non-traditional and their percentage compared to their representation in the whole student population from which they are drawn.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Data is collected from numerous sources including: PEIMS, the Student Information System, Student Surveys, Partner Surveys, the Perkins Program Effectiveness Report, and Counselor and Campus Records. Enrollment, course grades, course pass rates, exam pass rates, graduation rates, among others, are reported and analyzed. Feedback on data is solicited from stakeholder groups and documented. Increased student achievement is documented based on the data from articulation agreements, leadership activities, course completions, dual credit obtained, skills certificates earned and participation in work-based learning options. The program of study, CTE programs, and curriculum decisions are updated and revised based on data-driven observations, including different performance or success based on demographics, recommendations, and decisions from various stakeholder groups.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 127903

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The team reviewed research on the top fast-growing careers in health science in Texas based on Occupational trends found through the Texas Career Check website. According to Texas CTE in Action, Registered Nurses and Licensed Practical and Licensed Vocational Nurses, are the two largest fast-growing careers in Texas at a rate of approximately 20% each in the upcoming decade. Registered Nurses also rank number 1 with a projected 10,000 plus opening in the next decade and an annual salary of 59,345.00 according to West Central Texas-Region 9. Hamlin ISD has is working in conjunction with the Director of Work Force Solutions of West Central Texas and with the West Texas Energy Consortium in their focus on Health Sciences. The district also works with with our Local Economic Development Corporation, City of Hamlin, and other medical, professional and educational partners.

The Career Center partnership grant will assist the LEA in providing high quality CTE programs that are aligned with local and regional workforce needs. This project will improve student outcomes and will lead to higher student graduation rates, improved employment opportunities, and additional post-secondary options for students. The Academy will establish new partnerships that will help students acquire skills valued by employers. The partnership will help accelerate completion in high-demand fields and make postsecondary credentials more accessible and affordable. The Health Science Academy will offer rigorous programs of study that include high-demand dual credit courses. Courses will lead toward certificate or degree programs. Business partnerships will provide work-based learning opportunities for students that will help them connect what they are learning in the classroom with the workplace.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 127903

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Health Science Program of Study

Must complete Foundation High School Program at the Distinguished Level of Achievement with 4 Credits in Math (including Algebra II) and 4 Credits in Science. The Health Science Coherent Sequence will consist of: Principles of Health Science; Medical Terminology & Lifetime Nutrition & Wellness; Health Science or Anatomy & Physiology; and Practicum in Health Science. At the conclusion of the Practicum, students should pass the CNA certification and have successfully completed dual credit courses leading into their post-secondary career. The center will plan for other certifications that students may earn, such as Home Health Aide, Medical Assistant and Phlebotomy Technician. All certifications may be earned while in high school. Dual Credit and Post-Secondary offerings through Cisco College with optional pathways to a career in nursing.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 127903

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Upon graduating at the Distinguished Level of Achievement with an Endorsement in Public Services Health Science and having passed the CNA certification test, students will have numerous post-secondary options. Students will have the opportunity to complete their program of study through Cisco College.

Cisco College offers optional pathways to a career in nursing. LVN's can obtain an Associate Degree in Nursing (ADN) in one year. Once they are licensed as an RN, they may progress on to a Bachelor of Science in Nursing (BSN) at Texas Tech University Health Sciences Center School of Nursing of Abilene in as little as two more semesters of online coursework. Students seeking to begin their nursing career at the BSN level can complete all of their general education courses at Cisco College.

The LVN/RN Bridge option prepares the graduate to take the **National Council Licensure Examination for Registered Nurses (NCLEX-RN)**. Licensure as a registered nurse must be granted by the **Board of Nursing for the State of Texas**.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 127903

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Local Partnerships:

Home Place Manor Healthcare Center is the local Senior Living Property;
 Dr. Eastman, DDS and Hamlin Dental;
 Drs. White and Sunkavalli and Hamlin Health - Hospital and Medical Clinic;
 Hamlin Economic Development Corporation;
 City of Hamlin;
 Vista Bank;
 and Hamlin Hospital District (to date).

Regional partnerships:

Work Force Solution of West Central Texas;
 Cisco College;
 West Texas Energy Consortium in their focus on Health Sciences;
 Region Service Center XIV in Abilene.
 The district is continuing to seek partners to help establish and maintain this Health Science Academy.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Home Place Manor in Hamlin Texas will assist the district. Home Place Manor is the local Senior Living Property and is located a block from the building which will house the Health Science Academy (The Piper Center). Home Place Manor currently has staff available to teach and certify students in the CNA Program through DADS and are excited to partner with the district in this endeavor.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 127903

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The district is committed to utilizing local funds as necessary and solicit help from all partnering organizations to provide resources for long-term sustainability. As the Academy expands and enrollment increases, additional funding will aid in covering the necessary expense. The establishment of an advisory committee, involving the partners and stakeholders, will aid in sustainability as the committee continues to look for additional funding through Texas Workforce, Scholarships and other funding opportunities. The Administration of HISD will continue to identify, validate and update the sustainability plan and ensure opportunities and support for any student to participate and succeed.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 127903

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Certified Nurse Aide (CNA) by Tx. Dept. of Aging & Disability Service
Students will earn CNA through partnership with Home Place Manor.

Phlebotomy Technician through National Healthcare Association / TX – DAD – SWTJC
Students will earn Phlebotomy Technician through Cisco College.

Further certifications will be added as the Health Science Academy expands through evolvement of the project.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 127903

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Hamlin Jr/Sr High School has approximately 90% of students in 9th – 12th grade participating in a CTE Program; however, with limited staff the campus is limited in the courses that can be offered. The implementation of the Health Science Program of Study will open another cluster for students to follow, which has been determined by the student interest survey. The addition of the Health Science Academy will strengthen the current CTE program by adding more interest in CTE in general and will also aid surrounding districts in increasing their participation. The program will greatly increase the knowledge of the CTE program within the local community.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID:

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:		Amendment number (for amendments only):		
Barrier: Gang-Related Activities (cont.)				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Drug-Related Activities				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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